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ABSTRACT

This report presents the conclusions drawn from the examination of the effect of the "Family of Man Evaluation Study" (FAMES) project on third-grade children's views of foreign peoples. The FAMES project was concerned with global mindedness and global education for primary grades. The experimental group was composed of 509 third graders exposed to "Family of Man" for three years, and 233 third graders exposed to other social studies programs comprised the control group. Measurement instruments employed in the study included description of nations, agreement with chauvinistic statements, description of pictures of people, attitude scale, and achievement test. Seven conclusions were drawn in light of the review of literature and the study's rationale: (1) a carefully designed primary grade social studies program with a strong global education dimension can have a significant impact on children's attitudes toward foreign people; (2) the program can have a significant effect on children's understanding of foreign people; (3) well-defined objectives, specific materials, and sequencing achieve better results than an unstructured or poorly defined program; (4) global education does not need to be postponed until ages 9-10; (5) effective techniques can be developed to measure children's views of foreign people; (6) a carefully designed program can simultaneously develop multiple objectives; and (7) additional research is needed, such as conducting foreign use of the materials and a longitudinal study. Appendices contain sample pages from the FAMES materials. (ND)

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FAMES PROJECT: FINAL REPORT

by

Charles L. Mitsakos

SO 009 594

THE FAMILY OF MAN EVALUATION STUDY PROJECT WAS CONDUCTED IN COOPERATION WITH THE SOCIAL EDUCATION DEPARTMENT OF THE SCHOOL OF EDUCATION AT BOSTON UNIVERSITY UNDER A GRANT FROM THE LONGVIEW FOUNDATION FOR EDUCATION IN WORLD AFFAIRS AND INTERNATIONAL UNDERSTANDING.

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FAMES PROJECT: FINAL REPORT

The Family of Man Evaluation Study Project was conducted in co-operation with the Social Education Department of the School of Education at Boston University under a grant from the Longview Foundation for Education in World Affairs and International Understanding. This report presents the conclusions drawn as a result of the examination of the effect of the Family of Man social studies program on third grade children's views of foreign peoples. Included in this final report of the FAMES project are a summary of (1) the purpose of the study, (2) materials and treatment groups, (3) instruments employed, and (4) findings, and (5) conclusions drawn from the findings.

Purpose

This study examined the effect of The Family of Man, a primary grade social studies program, on third grade children's views of foreign peoples. Using four different attitude scales the study compared third grade children who had been involved with Family of Man in grades 1-3 with children who have been subjected continuously to some other recognizable and well-defined program for three years and children who have not been exposed continuously to a recognizable and well-defined social studies program for three years. Children's performance on a standardized social studies achievement test was also compared.

Materials and Treatment Groups

The Family of Man is based on the work of the University of Minnesota Project Social Studies Curriculum Center and is designed to help children learn how to be both nation-minded and world minded;

learn to understand and appreciate differences in human behavior; to learn why people believe and value different things and why to these people such behavior seems natural and right. In comparing a variety of cultures children also discover universals and the psychic unity of humankind. It has been described as one of the "few if any clearly identifiable internationalized studies programs" available for primary schools (Torney and Morris, 1972).

Representative whole class groups of children in 25 schools from 19 school districts in 9 states across the United States participated in the study. The Experimental Group was composed of 21 intact classes (509 third grade children) who had been exposed to Family of Man for three years. Control Group One, 233 third grade children in eleven intact classes, had been subject to some other social studies program that had a specific set of written objectives and available materials that teachers had employed continuously over a three year period. Control Group Two included 220 third grade children in ten intact groups who had been involved with a program that had no specific set of written objectives and related materials that teachers were expected to employ continuously from grade level to grade level for three years.

Instruments Employed

The study used three scales as post-test measures of children's views of foreign peoples:

1. Describing Nations, a 12 page scatter inventory adapted from work done by Educational Testing Service as part of its Other Nations-Other Peoples project. This modified semantic dif-

ferential called upon children to select from 22 words or phrases those that best described each of 12 nations and their peoples (APPENDIX A).

2. Agree or Disagree, a set of 15 semantic differential statements adapted from the chauvinism subscale of I/D/E/A's A Study of Schooling USA. The instrument was designed to measure the degree of ethnocentrism or political chauvinism (APPENDIX B).
3. People Pictures, developed by the investigator based in part on the work of two international education studies, Lambert and Klineberg (1967) and Berg (1971). This instrument was composed of 12 photographs, 3 each of 4 standard reference peoples, (Kenyans, Germans, Chinese, and Americans), with each photograph followed by a scatter inventory of 18 evaluative descriptions. Children were asked to study the people in the picture and what they were doing and then to draw lines around those words which told what they thought (APPENDIX C).

A three item scale to measure children's feelings relating to social studies and global education, How I Feel, was used as another attitude scale (APPENDIX D).

Form 4A - Social Studies of the Sequential Tests of Educational Progress II (ETS) was employed as the standardized social studies achievement test.

The instruments were validated by the original developers or by the investigator and all were field tested prior to the administration for this study. The instruments were administered by classroom teachers over a two week period during the spring of 1976.

Findings

The study employed the "Groups-within-Treatments" (Lindquist, 1953) research design which takes into account the result of extraneous factors that might have a systematic effect on all subjects within the same group or differences among groups such as sampling errors, differences in teachers employed with the same method in different schools, and differences among sub-populations which are characteristic of the treatments

The investigator set .05 as the critical value for the rejection of each hypothesis. One way analysis of variance was the major parametrical statistical method used in the analysis of the data. Duncan's multiple range test was employed when the analysis of variance indicated that the means differed significantly. Both programs were run on IBM Computer Model 370/145. Sign tests, non-parametrical statistical procedures, were used in cases where the distribution of scores on a new variable appreciated differently from the parent distribution of scores.

Below are the highlights of the analysis for each null hypothesis tested by the FAMES project.

1. The general social studies achievement of the children in the experimental and control groups will not differ significantly.

   There were little differences in the overall mean scores on the STEP II social studies achievement test among the three treatment groups. The variance or standard deviation in scores was greater with groups which have had social studies programs that

TABLE 1

RANGE OF CLASS MEAN SCORES ON STEP II

	Mean	Standard Deviation	Lowest-Highest Mean
Experimental Group	422.01	10.3	412.1 - 427.6
Control Group One	422.20	11.4	410.7 - 431.6
Control Group Two	421.42	9.4	416.3 - 429.4

are well defined. However, these differences were not statistically significant at the .05 level.

An item analysis indicated that there tended to be significant differences among the groups on those test items which required the application of higher level cognitive skills in favor of the Experimental Group and Control Group One.

2. The way in which children in the experimental and control groups view foreign peoples will not differ significantly.

The three groups in the study all showed a relatively low degree of ethnocentrism on the Agree or Disagree instrument.

Children in the Experimental Group had a more favorable view of foreign people according to their performance on People Pictures. They used significantly fewer unfavorable evaluative descriptions such as mean, stupid, and unfriendly to describe the four standard reference peoples used in the instrument. The significance of these differences ranged from .05 on the unfavorable factor as a whole to .01 on some of the specific evaluative descriptions used to describe specific peoples. This

TABLE 2

ANALYSIS OF UNFAVORABLE EVALUATIVE DESCRIPTIONS OF PEOPLE PICTURES

Type of Evaluative Description	Experimental Group M and (s.d.)	Control One M and (s.d.)	Control Two M and (s.d.)	F ratio	P
Unfavorable	320.01 (7.17)	321.86 (10.35)	320.36 (7.13)	4.506	< .05
			Duncan Multiple Range:	Experimental Group < Control Group 2 >	

df = 2,39

pattern of response was maintained across all standard reference peoples and almost all of the evaluative descriptions although the differences were not always statistically significant at the .05 level.

There were significant differences in the use of 15 of the 22 adjectives in the Describing Nations instrument. Thirteen of these differences (peaceful, are like us, friendly, warm weather, happy, many farms, many people, strong, warlike, poor, large, cold weather, and unhappy) were significant at .01; two (few people and small) were significant at the .05 level. The analysis of variance and Duncan multiple range test indicated that the Experimental Group had the highest means on 12 of these descriptions and that Control Group Two used the descriptions at a rate significantly below that of the other two groups in fourteen of the variables in which there were significant differences. The subjects who were not in a well-defined social studies program such as The Family of Man or some other well organized program with some sequence had the least understanding of other nations and other peoples.

TABLE 3

ANALYSIS OF SELECTED VARIABLES FROM DESCRIBING NATIONS

Variable	Experimental Group M and (s.d.)	Control One M and (s.d.)	Control Two M and (s.d.)	F ratio	P
peaceful	6.5285 (3.0510)	6.1288 (3.5124)	5.6227 (3.1052)	6.367	$< .005$
		Duncan Multiple Range: Experimental Group $>$ Control Group 2 $<$			
are like us	2.7917 (2.5518)	2.6395 (2.5745)	1.9364 (2.1359)	6.0946	$< .005$
		Duncan Multiple Range: Control Group 2 $<$ (Experimental Group $>$ but N.S.)			
friendly	6.8291 (2.8891)	6.6223 (3.5017)	5.9909 (2.9840)	5.747	$< .01$
		Duncan Multiple Range: Control Group 2 $<$ (Experimental Group $>$ but N.S.)			
warm weather	7.7250 (2.8997)	7.0730 (3.3411)	6.4773 (3.2764)	13.144	$< .001$
		Duncan Multiple Range: Experimental Group $>$ Control Group 2 $<$			

Variable	Experimental Group M and (s.d.)	Control One M and (s.d.)	Control Two M and (s.d.)	F ratio	P
happy	6.7446 (3.1669)	6.5451 (3.5451)	5.5318 (3.2819)	10.673	<.001
		Duncan Multiple Range: Control Group 2 < (Experimental Group > but N.S.)			
small	2.7878 (2.4953)	2.8026 (2.7768)	2.2182 (2.2690)	4.416	<.05
		Duncan Multiple Range: Control Group 2 < (Control Group 1 > but N.S.)			
many farms	3.8232 (2.8061)	3.7253 (3.1843)	3.0045 (2.5935)	6.548	<.005
		Duncan Multiple Range: Control Group 2 < (Experimental Group > but N.S.)			
many people	6.9214 (2.7194)	6.7940 (3.1814)	5.9864 (2.8244)	8.460	<.001
		Duncan Multiple Range: Control Group 2 > (Experimental Group < but N.S.)			

An analysis of scaled scores computed in order to determine the degree to which subjects described the twelve nations on the instrument indicated that the Experimental Group had a more comprehensive view of 8 of these 12 nations including the United States. A test of significance showed the differences to be significant at the .02 level. Control Group Two did not have the highest scaled score on any nation and had the lowest scaled score on the United States.

TABLE 4
SCALED SCORES FOR DESCRIBING NATIONS

(Note: The higher the scaled score in this table, the more comprehensive the view a group had of a particular nation and its people.)

	Experimental Group	Control Group 1	Control Group 2
CHINA	35.88	35.86	32.43
EGYPT	32.55	30.40	23.27
ENGLAND	39.01	35.33	31.07
FRANCE	32.75	36.81	33.27
GHANA	23 50	16.59	13.85
HOPI	28.57	26.65	22.46
ISRAEL	35.39	32.11	21.93
JAPAN	39.13	36.21	33.06
MEXICO	32.88	36.11	32.14
RUSSIA	30.00	31.67	27.69
SPAIN	29.59	34.47	29.74
UNITED STATES	55.62	54.89	52.90

The analysis of the data from People Pictures and Describing Nations indicated that the ways in which children in the experimental and control groups viewed foreign peoples differed significantly in favor of the Experimental Group.

3. The way in which children in the experimental and control groups view social studies in general and learning about people who live in other countries in particular will not differ significantly.

Although there were no statistically significant differences among the groups on the three variables on the How I Feel instrument, the analysis of the data revealed that students who are in well-organized, well-defined programs such as the Experimental Group and Control Group One have more positive views of social studies and learning about people who live in other countries than students who are in less well-defined social studies programs.

Conclusions

In reviewing the above findings in light of the review of the literature and the rationale for this study, the following conclusions appear warranted:

1. A carefully designed primary grade social studies program with a strong global education dimension can have a significant impact on the formation of attitudes that children develop toward foreign peoples.

Children who experience such a program develop a more positive view toward foreign peoples. Unlike the findings of Hess and Torney (1967), Lambert and Klineberg (1967), Targ (1967), Beyer and Hicks (1970), and Pike and Barrows (1976), this more positive view included Russians, Chinese, Japanese, and Ghanaians. Children in the Experimental Group had a more favorable view toward all people.

2. A carefully designed primary grade social studies program with a strong global education dimension can have a significant effect on the understanding that children develop about other nations and other peoples.

Children in the Experimental Group had a better understanding and a more comprehensive view of others as well as themselves. It is particularly significant that these children had the highest scaled scores in Describing Nations on the United States, a fact that negates the claim made by some skeptics that time spent on this study of other nations reduces the time spent on the U.S. which then results in a lack of understanding about America. The understandings that the children develop in specific units in Family of Man are applied to all peoples.

The Experimental Group's use of content related descriptions in Describing Nations such as warm weather, cold weather, many people, few people, and many farms should be of particular interest to geographers and to those who bemoan the role of geography in the "new" social studies.

3. An organized social studies curriculum that has well-defined objectives, specific materials, and some sequence achieves better results than a social studies program that is not well-defined or structured.

The significant differences in favor of the performance of students in the Experimental Group and Control Group One on the higher level cognitive skill items on the social studies achieve-

ment test and on Describing Nations indicate that it makes sense to have a well-organized well-defined social studies program. At a time when schools are subject to pressures relating to accountability and cost-effectiveness, this conclusion is particularly significant.

4. There is no need to postpone instruction relating to global education until ages 9 or 10 (Hess and Torney, Lambert and Klineberg, and Jahoda).

The 1976 recommendation of the UNESCO meeting of experts that such instruction should begin at age six, is supported by the performance of the Experimental Group. The findings of this study would support the hypothesis that it is more effective to develop knowledges and understandings of other nations and other peoples at an earlier age before misconceptions are formed and while students still possess a low degree of ethnocentrism.

5. Effective techniques can be developed to measure primary grade children's views of other nations and other peoples.

The effectiveness of People Pictures and Describing Nations provide two models which may be used that require little reading or abstract verbal skill. The instruments are easy to administer and are discriminating in the results they achieve.

6. A carefully designed primary grade social studies program can simultaneously develop multiple objectives.

The performance of the Experimental Group on STEP II and the attitude instruments indicates that the program can produce stu-

dents who have a knowledge of concepts from each of the social science disciplines, are able to apply higher level cognitive skills, and have a more positive and more comprehensive view of other peoples and nations as well as themselves and their own nation. The findings of this study of subjects, drawn from a large national sampling across a large geographic area, reinforce the conclusions drawn from small local samples in single school districts of earlier evaluation studies done on The Family of Man and its original format, Minnesota Project Social Studies.

7. Additional research is needed.

In conducting the study and in analyzing the data the following observations were made by the investigator relating to future research:

a. Although no significant differences in overall mean scores were found in the analysis of STEP II, the differences found in Describing Nations suggest that there may have been content or knowledge differences that STEP II did not measure. As noted in the STEP manual, the developers of Form 4A - Social Studies indicate that there is a high correlation between reading and the general aptitude of a student and his or her performance on this social studies test. Further research might study what happens to social studies achievement if this high correlation is reduced.

b. Family of Man is beginning to be used by children in the public schools of Canada and Australia and in American schools overseas. A study conducted by users in classrooms outside the U.S. would

provide data on the effect of contact with foreign peoples on American children overseas and on the effect of Family of Man on other peoples attitudes toward Americans.

c. A comparative study between Family of Man and other primary grade social studies programs with a strong global dimension would enable educators to examine whether or not a specific global education program makes a difference or is it merely the concept of global education that brings results.

d. Family of Man has some other major objectives relating to process and concepts that were not the major focus of this study. Further detailed study is needed in these areas.

e. A longtitudinal study to measure the effectiveness of The Family of Man over time would also be desirable. One such study might involve comparing global perceptions of children at the intermediate grade level who have continued in a program with a strong global dimension such as The Family of Man with groups of children who may have been subjected to some other type of social studies program at the intermediate grade level.

Summary

The FAMES Project was concerned with global-mindedness and global education: the perceptions that children have of the earth and its people and how these perceptions are affected by the social studies curriculum. The findings of this study and the conclusions drawn from those findings indicate that this was a worthy area for research yet one that needs further investigation.

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APPENDIX A

SAMPLE PAGE FROM DESCRIBING NATIONS

JAPAN

rich

peaceful

are like us

weak

many factories

friendly

warm weather

happy

small

many farms

many people

far

are not like us

strong

warlike

poor

large

unfriendly

cold weather

few people

unhappy

near

APPENDIX B

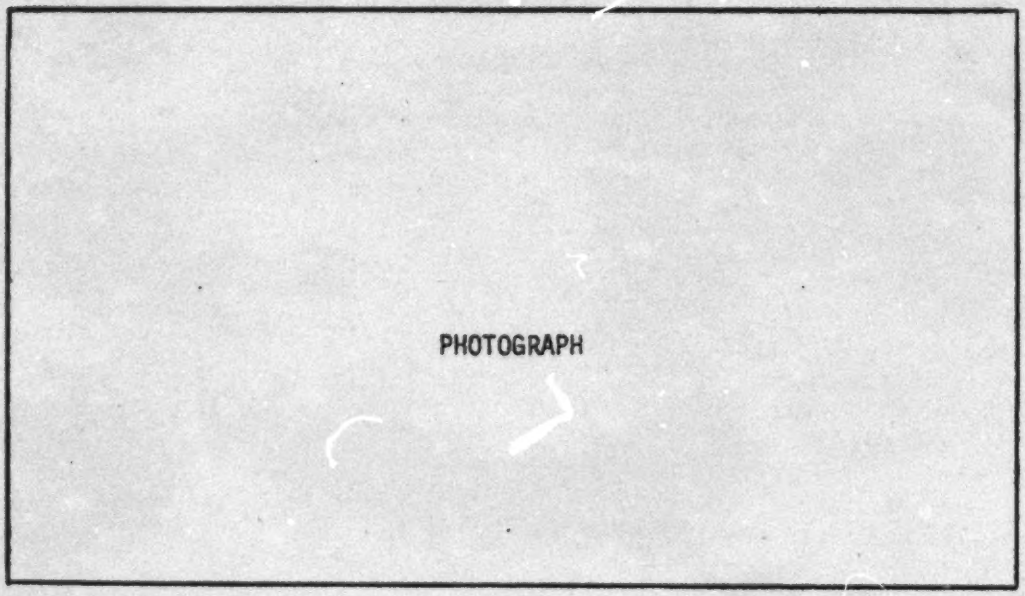
SEMANTIC DIFFERENTIAL STATEMENTS
FOR AGREE OR DISAGREE

	YES	yes	I have no opinion	no	NO
1. The United States should keep all of its food for itself.	☐	☐	○	☐	☐
2. If another country does not agree with us, we should fight them.	☐	☐	○	☐	☐
3. Wars between countries can be stopped from happening.	☐	☐	○	☐	☐
4. Schools should teach students that our country is the best in the world.	☐	☐	○	☐	☐
5. The greatest danger to American government comes from ideas from other countries.	☐	☐	○	☐	☐
6. America controls the world.	☐	☐	○	☐	☐
7. We must take care of Americans first before taking care of the people from other countries.	☐	☐	○	☐	☐
8. It is all right for the American government to lie to another country if this protects the American people.	☐	☐	○	☐	☐
9. Helping other countries is a waste of our money.	☐	☐	○	☐	☐

	YES	yes	I have no opinion	no	NO
10. America is so great that it can solve all of the world's problems by itself.	□	□	○	□	□
11. Talking things over with another country is better than fighting.	□	□	○	□	□
12. I think the American people are the best in the world.	□	□	○	□	□
13. Schools waste their time teaching about other countries and people.	□	□	○	□	□
14. There is no sense worrying about the problems of the world because they are too great to be helped by a person like me.	□	□	○	□	□
15. People from other countries should be stopped from living in the United States.	□	□	○	□	□

APPENDIX C

SAMPLE PAGE FROM PEOPLE PICTURES



friendly smart bad nice

awful good pretty

stupid normal

kind strange

ugly like us mean

different happy unfriendly strong

APPENDIX D

SAMPLE PAGE FROM HOW I FEEL

"not so good"
or
"unhappy"

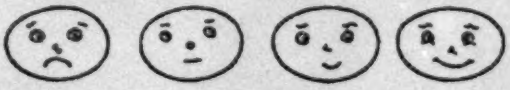
"so-so"

"kind of happy"
or
"pretty good"

"very good"
or
"very happy"

PRACTICE

How do you feel when it's time to leave school to go home for the day?



SOCIAL STUDIES

1. How do you feel when it's time to have social studies?

2. How do you feel about the work you have done in social studies?

3. How do you feel about learning about people who live in other countries in social studies?